

S Kilbourne Elementary

1400 S. Kilbourne Road
Columbia, S. C. 29205

Grades	K-5 Elementary School	
Enrollment	261 Students	
Principal	Sarah Smith	803-738-7215
Superintendent	Dr. Allen J. Coles	803-231-7500
Board Chair	Dr. Jasper Salmond	803-231-7556

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	6	45	64	15

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Average	Unsatisfactory	N/A
2003	Average	Unsatisfactory	Yes
2004	Average	Unsatisfactory	Yes
2005	Average	Unsatisfactory	Yes

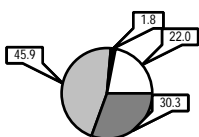
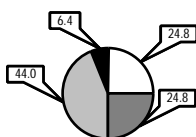
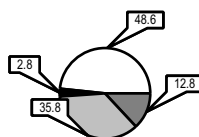
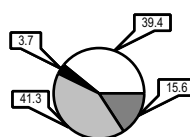
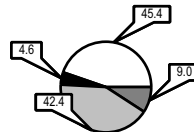
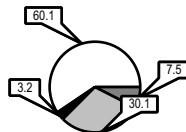
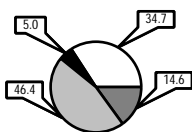
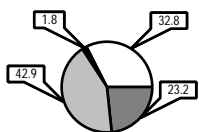
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

97.2%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	129	100.0	22.0	45.9	30.3	1.8	40.4	Yes	Yes
Gender									
Male	76	100.0	23.4	46.9	29.7	0.0	37.5		
Female	53	100.0	20.0	44.4	31.1	4.4	44.4		
Racial/Ethnic Group									
White	10	100.0	0.0	50.0	50.0	0.0	70.0	I/S	I/S
African American	117	100.0	24.7	44.3	28.9	2.1	37.1	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	114	100.0	21.9	44.8	31.3	2.1	41.7		
Disabled	15	100.0	23.1	53.8	23.1	0.0	30.8	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	129	100.0	22.0	45.9	30.3	1.8	40.4		
English Proficiency									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	128	100.0	22.2	45.4	30.6	1.9	40.7		
Socio-Economic Status									
Subsidized meals	113	100.0	24.7	45.2	28.0	2.2	38.7	Yes	Yes
Full-pay meals	16	100.0	6.3	50.0	43.8	0.0	50.0		

Mathematics – State Performance Objective = 36.7%									
All Students	129	99.2	24.8	44.0	24.8	6.4	46.8	Yes	Yes
Gender									
Male	76	98.7	26.6	35.9	29.7	7.8	50.0		
Female	53	100.0	22.2	55.6	17.8	4.4	42.2		
Racial/Ethnic Group									
White	10	100.0	20.0	20.0	30.0	30.0	70.0	I/S	I/S
African American	117	99.2	25.8	46.4	23.7	4.1	44.3	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	114	100.0	19.8	47.9	26.0	6.3	49.0		
Disabled	15	93.3	61.5	15.4	15.4	7.7	30.8	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	129	99.2	24.8	44.0	24.8	6.4	46.8		
English Proficiency									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	128	99.2	25.0	44.4	24.1	6.5	46.3		
Socio-Economic Status									
Subsidized meals	113	99.1	25.8	46.2	21.5	6.5	45.2	Yes	Yes
Full-pay meals	16	100.0	18.8	31.3	43.8	6.3	56.3		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	129	100.0	48.6	35.8	12.8	2.8	15.6
Gender							
Male	76	100.0	46.9	37.5	14.1	1.6	15.6
Female	53	100.0	51.1	33.3	11.1	4.4	15.6
Racial/Ethnic Group							
White	10	100.0	10.0	50.0	30.0	10.0	40.0
African American	117	100.0	52.6	34.0	11.3	2.1	13.4
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	114	100.0	45.8	37.5	13.5	3.1	16.7
Disabled	15	100.0	69.2	23.1	7.7	0.0	7.7
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	129	100.0	48.6	35.8	12.8	2.8	15.6
English Proficiency							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	128	100.0	49.1	35.2	13.0	2.8	15.7
Socio-Economic Status							
Subsidized meals	113	100.0	51.6	34.4	10.8	3.2	14.0
Full-pay meals	16	100.0	31.3	43.8	25.0	0.0	25.0

Social Studies							
All Students	129	99.2	38.9	41.7	15.7	3.7	19.4
Gender							
Male	76	98.7	38.1	41.3	17.5	3.2	20.6
Female	53	100.0	40.0	42.2	13.3	4.4	17.8
Racial/Ethnic Group							
White	10	100.0	40.0	30.0	20.0	10.0	30.0
African American	117	99.2	37.5	43.8	15.6	3.1	18.8
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	114	99.1	36.8	42.1	16.8	4.2	21.1
Disabled	15	100.0	53.8	38.5	7.7	0.0	7.7
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	129	99.2	38.9	41.7	15.7	3.7	19.4
English Proficiency							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	128	99.2	38.3	42.1	15.9	3.7	19.6
Socio-Economic Status							
Subsidized meals	113	99.1	37.0	43.5	16.3	3.3	19.6
Full-pay meals	16	100.0	50.0	31.3	12.5	6.3	18.8

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	43	100.0	16.7	42.9	33.3	7.1	40.5
	4	35	100.0	21.2	39.4	33.3	6.1	39.4
	5	53	100.0	32.1	54.7	13.2	N/A	13.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	46	100.0	10.8	35.1	48.6	5.4	54.1
	4	44	100.0	32.4	45.9	21.6	0.0	21.6
	5	39	100.0	22.9	57.1	20.0	0.0	20.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	43	100.0	28.6	52.4	14.3	4.8	19.0
	4	35	100.0	24.2	42.4	21.2	12.1	33.3
	5	53	100.0	43.4	35.8	17.0	3.8	20.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	46	100.0	10.8	56.8	21.6	10.8	32.4
	4	44	97.7	37.8	32.4	27.0	2.7	29.7
	5	39	100.0	25.7	42.9	25.7	5.7	31.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	46	100.0	40.5	40.5	16.2	2.7	18.9
	4	44	100.0	59.5	29.7	10.8	0.0	10.8
	5	39	100.0	45.7	37.1	11.4	5.7	17.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	46	100.0	10.8	56.8	27.0	5.4	32.4
	4	44	97.7	63.9	27.8	5.6	2.8	8.3
	5	39	100.0	42.9	40.0	14.3	2.9	17.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 261)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	2.2%	Up from 1.0%	3.9%	3.0%
Attendance rate	93.3%	Down from 98.7%	96.0%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.8%	Down from 3.8%	6.2%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 0.8%	5.4%	3.2%
Eligible for gifted and talented	16.2%	Up from 13.2%	4.7%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	2.9%	Up from 2.6%	8.1%	8.2%
Older than usual for grade	0.0%	No change	1.8%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	2.7%	Up from 0.7%	0.0%	0.0%
Teachers (n= 21)				
Teachers with advanced degrees	52.4%	Down from 58.3%	50.0%	52.6%
Continuing contract teachers	90.5%	Up from 62.5%	76.8%	83.3%
Highly qualified teachers	100.0%	Up from 95.7%	92.2%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	2.7%	0.0%
Teachers returning from previous year	93.1%	Up from 83.8%	83.1%	87.0%
Teacher attendance rate	94.5%	Down from 95.8%	94.9%	95.0%
Average teacher salary	\$38,726	Down 4.2%	\$40,343	\$41,703
Prof. development days/teacher	12.2 days	Up from 11.3 days	13.5 days	12.8 days
School				
Principal's years at school	8.0	Up from 7.0	4.0	4.0
Student-teacher ratio in core subjects	16.3 to 1	Up from 15.4 to 1	16.5 to 1	18.8 to 1
Prime instructional time	86.0%	Down from 93.3%	88.9%	89.8%
Dollars spent per pupil*	\$7,233	Up 9.1%	\$7,383	\$6,242
Percent of expenditures for teacher salaries*	72.0%	Down from 73.2%	63.5%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 98.3%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	Down from Excellent	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	91.6%		89.4%	
Highly qualified teachers in high poverty schools	89.4%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		No	

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

South Kilbourne Elementary School is committed to the achievement of individual academic excellence through the highest quality of teaching. One hundred percent of our staff participated in staff development, which included math strategies, technology implementation, and the Principles of Learning. This year, we added three additional National Board Certified teachers and two fully certified assistants. As of now, 23% of our certified staff members are National Board Certified, and 100 % of our classroom assistants are certified, according to the criteria established by the No Child Left Behind Act (NCLB) of 2001. In addition, 100% of our certified staff members are rated as highly qualified. Our staff and community recognize the importance of an environment that promotes intellectual, personal, and social growth by equipping our children to succeed in an ever-changing world.

Through a strong commitment and unified effort of our school, parents, and the community, we continue to experience success at our school. Our school was recognized as a S.C. Department of Education Red Carpet School for having a family-friendly environment. For the third consecutive year, we met 100% of the objectives for achieving Annual Yearly Progress (AYP), as outlined by the NCLB. Our PTA implemented programs designed to involve more parents in the academic success of their children. We are especially proud of our "Parents as Assistants" program, which was designed to provide training sessions for parents. These sessions included suggestions and activities that parents can use at home to assist the teachers and the students. Our School Improvement Council (SIC) was active in providing math, science, and PACT workshops for parents during our Parent University program. Title I funds supported having parenting and literacy programs for our child development and kindergarten students. Also, Title I funds were used to provide extensive math staff development for our teachers.

The top priority at South Kilbourne Elementary continues to be academic achievement. We continue to strive to move each student to higher levels of academic achievement. Our standards-based curriculum is driven by the S.C. Curriculum Standards. Academic strategies for English Language/Arts (ELA) include literacy centers, small-group instruction, accelerated reading, and extensive writing. For math, academic strategies include Project M.I.N.D. (Math Is Not Difficult), Marilyn Burns Math, and the use of varied manipulatives. All areas of instruction include technology use and an emphasis on academic rigor. This year our school's academic program was enhanced with more than 45 volunteers and three faith-based partnerships. Additional support was provided through collaboration with the University of South Carolina and Midlands Technical College.

Our school's motto, "Together We Can," exemplifies the support and the spirit of our community and our commitment to providing a quality education for all students.

Andrenna A. Smith, Principal
Rochelle Atkins, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	25	36	25
Percent satisfied with learning environment	92.0%	94.3%	92.0%
Percent satisfied with social and physical environment	88.0%	86.1%	80.0%
Percent satisfied with school-home relations	56.0%	88.9%	76.0%

*Only students at the highest elementary school grade level at this school and their parents were included.